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ABSTRACT

Various perspectives on the highly complex textbook debate are presented in this book, which includes essays by educators, publishers, policymakers, and scholars. Currently, the advocates of higher academic standards, coherence, and quality occupy the strongest position in the debate. Part 1 looks at textbooks from a historical perspective. The following articles are included: "Regulating the Text: The Socio-Historical Roots of State Control," by Michael W. Apple; "The Politics of Textbook Policy: Proposing a Framework," by Kenneth K. Wong and Tom Loveless; "The Determinants of Textbook Content," by Sherry Keith; "The New World of Textbooks: Industry Consolidation and Its Consequences," by Gilbert T. Sewall and Peter Cannon; and "Constitutional Challenges to Textbooks," by Edward J. Larson. Part 2 discusses the role of textbooks in the current educational reform movement and contains the following essays: "Nineteenth Century Policies for Twenty-First Century Practice: The Textbook Reform Dilemma," by Harriet Tyson-Bernstein and Arthur Woodward; "California's Experience with Textbook Improvement," by Bill Honig; "State-Level Textbook Selection Reform: Toward the Recognition of Fundamental Control," by J. Dan Marshall; and "American Textbook Reform: What Can We Learn from the Soviet Experience?", by Howard Mehlinger. The third part considers the textbook industry from the inside and offers the following essays: "From the Ivory Tower to the Bottom Line: An Editor's Perspective on College Textbook Publishing," by Naomi Silverman; and "Textbook Writing and Ideological Management: A Postmodern Approach," by Joel Spring. Part 4 examines issues of legitimacy, control, and the nature of reading texts. Articles include the following: "Basal Reading Textbooks and the Teaching of Literacy," by Allan Luke; and "Basal Readers and the Illusion of Legitimacy," by Patrick Shannon. The final part deals with textbooks in a cooperative and internal framework and offers one article, "The Unchanging Variable: Textbooks in Comparative Perspective," by Philip G. Altbach. Reference notes accompany each article. (LMI)